# Computers in Human Behavior

Website: http://www.elsevier.com/locate/comphumbeh/

Volume 16, Number 1 January 2000


## CONTENTS


| | | |
|---|---|---|
| *P. C. Cooley*<br>*H. G. Miller*<br>*J. N. Gribble*<br>*C. F. Turner* | 1 | Automating telephone surveys: using T-ACASI to obtain data on sensitive topics |
| *J. Morahan-Martin*<br>*P. Schumacher* | 13 | Incidence and correlates of pathological Internet use among college students |
| *L. M. Anthony*<br>*M. C. Clarke*<br>*S. J. Anderson* | 31 | Technophobia and personality subtypes in a sample of South African university students |
| *J. Sauer*<br>*D. G. Wastell*<br>*G. R. J. Hockey* | 45 | A conceptual framework for designing micro-worlds for complex work domains: a case study of the Cabin Air Management System |
| *B. Smith*<br>*P. Caputi*<br>*P. Rawstorne* | 59 | Differentiating computer experience and attitudes toward computers: an empirical investigation |
| *J. D. Forbey*<br>*R. W. Handel*<br>*Y. S. Ben-Porath* | 83 | A real data simulation of computerized adaptive administration of the MMPI-A |



Volume 16, Number 2 March 2000


## CONTENTS


| | | |
|---|---|---|
| *J. J. Jiang*<br>*G. Klein*<br>*R. G. Vedder* | 99 | Persuasive expert systems: the influence of confidence and discrepancy |
| *E. E. Klein*<br>*D. G. Dologite* | 111 | The role of computer support tools and gender composition in innovative information system idea generation by small groups |

| | | |
|---|---|---|
| *V. Orengo Castellá*<br>*A. M. Zornoza Abad*<br>*F. Prieto Alonso*<br>*J. M. Peiró Silla* | 141 | The influence of familiarity among group members, group atmosphere and assertiveness on uninhibited behavior through three different communication media |
| *L. L. Lohr* | 161 | Designing the instructional interface |
| *P. M. Markey* | 183 | Bystander intervention in computer-mediated communication |
| *D. I. Fels*<br>*P. L. Weiss* | 189 | Toward determining an attention-getting device for improving interaction during video-mediated communication |
| *E. J. Rozell*<br>*W. L. Gardner III* | 199 | Cognitive, motivation, and affective processes associated with computer-related performance: a path analysis |



Volume 16, Number 3 May 2000


## CONTENTS

### SPECIAL ISSUE:

### AFTERSCHOOL COMPUTER PROGRAMS FOR CHILDREN


| | | |
|---|---|---|
| *R. Garner*<br>*Y. Zhao*<br>*M. Gillingham* | 223 | Editorial: After 3 p.m. |
| *D. J. Grosshandler*<br>*E. Niswander Grosshandler* | 227 | Constructing fun: self-determination and learning at an afterschool design lab |
| *S. P. Bruce*<br>*B. C. Bruce* | 241 | Constructing images of science: people, technologies, and practices |
| *M. Gillingham*<br>*E. Youniss* | 257 | Making a computer club, making a community |
| *M. A. Gallego*<br>*M. Cole* | 271 | Success is not enough: challenges to sustaining new forms of educational activity |
| *Y. Zhao*<br>*P. Mishra*<br>*M. Girod* | 287 | A clubhouse is a clubhouse is a clubhouse |

| | | |
|---|---|---|
| *R. Garner*<br>*Y. Zhao* | 301 | Afterschool centers in four rural communities in Michigan |
| *D. Wong*<br>*B. Packard*<br>*M. Girod*<br>*K. Pugh* | 313 | The opposite of control: a Deweyan perspective on intrinsic motivation in "After 3" technology programs |
| *R. Garner*<br>*S. Tan*<br>*Y. Zhao* | 339 | Why write? |
| *P. A. Alexander*<br>*S. E. Wade* | 349 | Contexts that promote interest, self-determination, and learning: lasting impressions and lingering questions |


---

Volume 16, Number 4 July 2000

## CONTENTS


| | | |
|---|---|---|
| *P-A. Federico* | 359 | Learning styles and student attitudes toward various aspects of network-based instruction |
| *N. M. Sussman*<br>*D. H. Tyson* | 381 | Sex and power: gender differences in computer-mediated interactions |
| *H. H. Emurian*<br>*X. Hu*<br>*J. Wang*<br>*A. G. Durham* | 395 | Learning Java: a programmed instruction approach using Applets |
| *J. M. Stanton*<br>*E. M. Weiss* | 423 | Electronic monitoring in their own words: an exploratory study of employees' experiences with new types of surveillance |
| *Y. A. Hamburger*<br>*E. Ben-Artzi* | 441 | The relationship between extraversion and neuroticism and the different uses of the Internet |
| *S. C. Yang* | 451 | Hypermedia learning and evaluation: a qualitative study of learners' interaction with the Perseus Project |

Volume 16, Number 5 September 2000

CONTENTS

*T. Richter*
*J. Naumann*
*N. Groeben* 473 Attitudes toward the computer: construct validation of an instrument with scales differentiated by content

*A. Jerome*
*P. L. Fiero*
*A. Behar* 493 Computerized scheduled gradual reduction for smokeless tobacco cessation: development and preliminary evaluation of a self-help program

*P. A. Chalmers* 507 User interface improvements in computer-assisted instruction, the challenge

*J. Epstein*
*R. J. Rotunda* 519 The utility of computer versus clinician-authored assessments in aiding the prediction of patient symptomatology

*B. Hokanson*
*S. Hooper* 537 Computers as cognitive media: examining the potential of computers in education

Volume 16, Number 6 November 2000

CONTENTS

*J. K. Burgoon*
*J. A. Bonito*
*B. Bengtsson*
*C. Cederberg*
*M. Lundeberg*
*L. Allspach* 553 Interactivity in human–computer interaction: a study of credibility, understanding, and influence

*M. Salanova*
*R. M$^a$ Grau*
*E. Cifre*
*S. Llorens* 575 Computer training, frequency of usage and burnout: the moderating role of computer self-efficacy

*P. S. Klein*
*O. Nir-Gal*
*E. Darom* 591 The use of computers in kindergarten, with or without adult mediation; effects on children's cognitive performance and behavior

*W. M. Reed*
*J. M. Oughton*
*D. J. Ayersman*
*J. R. Ervin Jr.*
*S. F. Giessler*

609 Computer experience, learning style, and hypermedia navigation

I List of Contents and Author Index, Volume 16, 2000